REPORT RESUMES

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THE USE OF INFORMATION IN PERSONNEL SERVICES. CAPS CURRENT RESOURCES SERIES.
BY- RICH, JULIET V.
MICHIGAN UNIV., ANN ARBOR, COUNS./PERS.SVC.CENTER
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THIS PUBLICATION IS ONE OF A SERIES ON CURRENT RESEARCH AND RESOURCES COMPILED BY THE COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER. RESUMES OF SELECTED LITERATURE ON NEW INFORMATION TECHNIQUES APPLICABLE TO PERSONNEL WORK ARE PRESENTED. COMPUTER SYSTEMS FOR PROCESSING AND USING INFORMATION, APPLICATIONS AND STANDARDS FOR NEW INFORMATION SYSTEMS, AND SPECIFIC PERSONNEL AREAS AFFECTED BY SUCH DEVELOPMENTS ARE AMONG THE TOPICS COVERED. SUBJECT AND AUTHOR INDICES ON THE ABSTRACTED LITERATURE ARE INCLUDED, AS WELL AS INFORMATION ON OBTAINING COMPLETE DOCUMENTS. (NS)

CURRENT RESOURCES

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CAPS CURRENT RESOURCES SERIES

THE USE OF INFORMATION IN PERSONNEL SERVICES

Compiled

by

Juliet V. Rich

April 1968

The work presented herein was performed persuant to a contract from the U. S. Office of Education, Department of Health, Education, and Welfare.

ERIC

Counseling and Personnel Services Information Center
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611 Church Street
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CG 001 805

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PREFACE

USE OF INFORMATION IN PERSONNEL SERVICES

This publication has been developed to indicate current research and resources describing recent developments in the use and organization of information. There has been considerable progress in the methods of collecting, storing, retrieving, disseminating and using information. These developments are now beginning to have impact on personnel work.

These new developments are currently being applied to such bodies of information as occupation-educational information, student records, health records, diagnostic information, and scientific knowledge applicable to personnel work.

All personnel professions, including school psychology, school social work, school health work, school counseling, and student personnel work, are now generating applications of these new information techniques. A considerable amount of literature describes the need for better information handling techniques, suggests standards for new information systems, describes experimental information systems, and/or suggests models for the use of scientific knowledge to promote educational change.

Computer technology has made more effective information utilization possible. For this reason, much of the literature on this topic centers about experimental and operating computer systems for processing and using information.

The objective of this publication is to acquaint personnel workers with some of these more recent ideas and procedures. The goal is to familiarize the user with a number of trends which have potential impact on the use of information rather than to comprehensively present the total literature on any one of these trends.

TABLE OF CONTENTS

Preface i

Introduction v

  Current Resources Series vii
  Organization of Current Resources Series viii
  Procedures for Ordering Documents xii

Resume Section 1

  ERIC Resumes 3
  CAPS Resumes 22
  Journal Article Resumes 31

Subject Index Section 45

Author Index Section 61

INTRODUCTION

This publication is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center, (CAPS). The Series has been planned to assist personnel workers in the identification and retrieval of information resources in areas where there is both an expanding knowledge base and identified personnel worker need for increased information materials.

Several characteristics of CRS deserve special emphasis. First, the coverage of each publication is tailored to the topic. Some topics will provide an extensive coverage of basic and applied research sources while other topics will lead to greater use of philosophical and humanistic documents and publications. Basic to all topics, however, is a search strategy which includes an intensive examination of Research in Education and core psychological and guidance journals. A second major characteristic of CRS is that each publication is designed to facilitate user searches. Two indexes, an extensive subject index based on ERIC descriptors and an author index, enable the user to search the contents of each volume rapidly and thoroughly. A third characteristic is the inclusion of an abstract for every document indexed in each volume. The presence of the abstract both adds to the user's knowledge in a given area and provides a useful tool for the judicious selection of full documents when the abstract is insufficient. An important fourth characteristic is the relatively easy access to, and retrievability of, all documents indexed in CRS. A large number of the documents are available at comparatively low cost from the ERIC Documents Reproduction Service (EDRS), either on microfiche or in hard copy. On more generally available resources, full bibliographic entries are provided so that they may be ordered directly from the publication source.

The uses of CRS are legion. It can be used as the first step in the search phase of a research project; a means of analyzing informational trends in a topical area; a tool for browsing in new information areas or as a means of regularly updating knowledge acquisition on a topic of continuing interest. Other uses may readily be apparent to you as you use the index. The first six publications are devoted to the following topics: Information Systems; Pupil Personnel Services; Group Process in the Personnel Services; Student Climate; Decision Making; and New Media and Simulation.

Additional publications focused on other topics will be introduced as new information becomes available. Existing CRS publications will also be regularly updated through the distribution of supplementary materials.

Each CRS publication is intended to be usable by itself. However, the optimum use of each is as one part of a local information system organized to meet the information needs of major user sub-groups in a given locale or unit. Through other CAPS publications and consultation with local units, CAPS is striving to assist others in the more efficient utilization of knowledge. Inquiries about available publications and services are welcome.

Suggestions and/or reactions regarding this publication or ideas for new publications are eagerly solicited.

Garry R. Walz
Director

CURRENT RESOURCES SERIES

The CAPS Current Resources Series is designed to meet the needs of personnel workers and those interested in personnel work. The series concentrates on current research and resource information.

Topic Selection

Each individual publication within the Current Resources Series focuses on a topic of interest to a large number of users. These specific topics are selected using three types of data. First, the CAPS staff surveys both the CAPS Collection and the total ERIC Collection for indications of information trends. Also, the letters of inquiry received at CAPS are analyzed to determine the current information concerns of our users. Finally, special subject matter consultants who are external to the Center are consulted to gain further insights concerning our users' information needs. The information gained from these three sources, the CAPS and ERIC document collections, users inquiries, and consultants' suggestions, forms the guidelines for the final selection of Current Resources Series Topics.

Comprehensiveness of Information Search

Once the topics for the Current Resources Series have been determined, a comprehensive search for information on these specific topics is initiated. For this publication, three major collections were searched. First, the total ERIC microfiche file was searched. This includes all issues of Research in Education. The second collection included in the search was the CAPS collection. This includes all CAPS materials which have been abstracted and indexed but not submitted to the central ERIC collection. Finally, the CAPS journal collection was searched. CAPS subscribes to about forty journals which are either personnel work journals or behavioral science journals containing information relevant to personnel work.

ORGANIZATION OF CURRENT RESOURCES SERIES

Resume Section

The Resume Section contains information about each of the documents reported in this publication. The resumes are divided into three sections according to availability of the document. These sections are (1) ERIC Documents, arranged numerically by accession number, (2) CAPS Documents, arranged numerically be accession number, and (3) Journal Articles, arranged alphabetically by author.

1. ERIC Documents - The first resumes to appear in this section are documents which have been completely abstracted and indexed for the central ERIC collection. These documents are available in either hard copy or microfiche from the ERIC Document Reproduction Service. These resumes are clearly identifiable by the ED Accession Number.

Sample ERIC Resume

24 CG 011 672 ED 000 103
Havens, Robert I.
The Computer in Educational Research and Its Implications for the Counselor. (Speech at the American Personnel and Guidance Association Convention, Dallas, Texas, March 23, 1967).
American Personnel and Guidance Assn., Washington, D.C.
MF-$0.09 HC-$0.40 10P.

*Computers, *Student Characteristics, Research, Student Evaluation, *Counselor Role, *Research Methodology, Research Tools, Speeches

This paper emphasizes the counselor's need for research information about his local student population. Now that electronic computers are more available, the counselor can produce local norms and expectancy tables. He also can study the relationships of various student characteristics. The 'search technique' of feeding a number of variables like intelligence, socio-economic status, values, and opinions into the computer and testing the various relationships between groups is now possible. This offers the counselor a more effective means of understanding and planning for various individuals in the school. It also provides a more sound basis for active counseling and for the decision-making process. It is suggested that the counselor assume leadership in developing data processing techniques and in the use of the computer in the local school system. (NS)

2. CAPS Documents - The second resumes in the Resume Section are materials which have been indexed and abstracted or annotated. These materials are available in hard copy from the CAPS Center. CAPS resumes are clearly identifiable because they have only a CG Accession Number.

Sample CAPS Resume

31 CG 000 428
Boynton, Ralph E.
New Models and Techniques in Career Guidance
Pittsburgh Univ., Pa.
12P.

*High School Students, *Career Planning, Information Processing, *Systems Approach, Models, Student Seminars, Discussion Groups, Computer Orientated Programs, Work Experience Programs, *Vocational Counseling

A model for a career guidance system that appears to affect positive change for students, schools, and the community is presented. There are four phases to the model, one for each year the student is in high school. The student's skills, aptitudes, interests, intelligence, and achievements are determined at initial fact gathering sessions. This information is stored in a computer. The student may obtain information from the computer about grades, courses taken, and college acceptance. The counselor receives a copy of all such sessions. Students are assigned by the computer to discussion groups which focus on the selection of occupational objectives. Career seminars provide students with opportunities to talk with representatives of careers in which they have an interest, where feasible, senior year students are given work experience opportunities. This type of approach appears meaningful for students who are not college oriented. The use of a systems approach, peer groups for counseling, and community resources seems to operate effectively in preparing students to take their place in the economic life of a community. (SK)

3. Journal Articles - Journal Articles have either been annotated or appear with author abstracts. They are available from the original source only. The source of each article is indicated.

Sample Journal Article Resume

43. Bodin, Arthur M., "Research Frontier, A Proposal for New Bibliographic Tools for Psychologists." Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 193-197.

The number of bibliographies in the field of psychology is rapidly increasing. A system for developing a bibliography of psychology-related bibliographies is devised and applied. (JR)

Subject Index Section

The Subject Index Section contains an alphabetical listing of subject headings with appropriate resume numbers and titles listed under each heading. The user may scan titles to identify those documents of greatest interest and then use the resume number to enter the Resume Section for further information about the document and document availability.

The user is encouraged to use a multiple search strategy. When searching for information, it is desirable to search more than one term. When initiating his search, the user may want to scan the subject index to develop an overview of the types of subject headings which are being used. Then, when searching for specific titles, he will want to enter the subject index through several subject headings.

Sample Subject Index Entry

COUNSELORS

(24) The Computer in Educational Research and Its Implications for the Counselor
(54) Information and Counseling: A Dilemma
(56) A Review of Literature as a Service to Teachers
(59) Three Dimensions of Counselor Encapsulation
(60) High School Counselors and College Information
(61) A Professional Approach to the Information Function in Counselor Education

(73) Ideology and Counselor Encapsulation
(79) The Impact of Information Systems on Counselor Preparation and Practice
(80) Data Processing in Counselor Education

Author Index Section

The Author Index Section contains an alphabetical listing of authors with appropriate resume numbers and titles listed under each author. Using the resume number, the user may enter the Resume Section for further information about the document and about document availability.

Sample Author Index Entry

BOROW, HENRY

(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research.

(44) Research Frontier, Information Retrieval: A Definition and Conference Report.

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RESUME SECTION

ERIC RESUMES

1 ED 003 107

Walsh, George A.
A Study of a New and Dramatic Approach to Vocational Guidance Through the Use of Exhibits and Displays.
National Educational Industrial Foundations, Inc.
1966
MF-$0.09 HC-$1.24 31P.

*Exhibits,. Occupational Information, *Occupations, *Vocational Education, *Vocational Interests, Dropout Prevention, Occupational Choice, Occupational Guidance, Pennsylvania, Pa.

This is a description of a new approach to vocational guidance through the use of exhibits and displays. The choice of approximately 150 specific occupations to be exhibited was based on such criteria as (1) projected number of workers in each occupation, (2) appeal of selected occupations to secondary, trade, and technical schools, (3) appeal of selected occupations to potential dropouts, and (4) exhibit possibilities of selected occupations. Students from grades 7 through 12 served as the optimum experimental group to attend the exhibition. Plans were initiated for exposure of the exhibition to college students and interested adults. The exhibit design provides an interesting layout as well as an excellent traffic flow. In addition, it provides maximum flexibility for adaptation to various room sizes and shapes as well as the addition or deletion of display material without adding major alteration costs. An evaluation of the approach was not presented. (AW)

2 ED 010 033

Lindquist, E. F. and others
Educational Information Project
University of Iowa, Iowa City
1966
MF-$0.45 HC-$12.04 301P.

*Course Objectives, *Educational Resources, *Information Dissemination, *Information Retrieval, *Information Storage, Cardpac Information System, Computer Programs, Data Processing, Iowa, Iowa City, Public Schools, Secondary Schools, Student Placement.

To aid data collection analysis, storage, and dissemination, instruments and procedures were developed for collecting information on all aspects of the educational program for a large population of schools, including information on individual pupils, school personnel, schools, and school districts. Computer programs and data-processing techniques and systems for transcribing, integrating, and storing this information had to be developed, along with a system to sort and disseminate the needed information to schools and other agencies upon request. The beginning phase of the project involved determining what information about individual pupils, professional school personnel, and school districts was to be collected and the development of data collection instruments. This included reviewing the related research and collecting available materials for gathering such data. Pilot tests were made of the stencil card method of preparing input. The tests were successful in grades 3 through 12. Primary children exhibited difficulty in keeping the cards aligned for stenciling. A thorough analysis of the elements of the information system indicated that the success of the system would rest largely in the hands of individual school principals and that each of them must thoroughly understand its basic principles and procedures if it is to succeed. (JL)

3 ED 010 214
Klausmeier, Herbert J. and others
Project Models--Maximizing Opportunities for Development and Experimentation in Learning in the Schools.
Univ. of Wis., Madison Camp., Res. and Dev. Ctr.
1966
MF-$0.09 HC-$1.52 38P.

*Elementary Schools, *Symposia, *Research and Development Centers, *Models, Learning Laboratories, *Instructional Innovation, Cooperative Planning, Madison, Wis.

This report of a symposium presented at the Chicago Area Convention in February 1966 outlines project "models." A novel program designed to 'maximize opportunities for development and experimentation of learning in the schools.' The introduction related the need for new approaches to improving education through research to the emerging concept of the research and development centers program of the USOE. Project "models" was described as a cooperative venture designed to produce more efficient pupil learning through research and development carried out directly in the local schools. A central feature of project "models" was the research and instruction unit which comprised several teachers who worked together with a learning specialist, also a teacher. The learning specialist assumed leadership and was accountable to the building principal for the progress of students in the unit and acted as liaison to the research and development center at the University of Wisconsin. Specific models were also depicted for effecting planned educational change. (JM)

4 ED 010 228
Pellegrin, Roland J.
An Analysis of Sources and Processes of Innovation in Education.
University of Oregon, Eugene
1966
MF-$0.09 HC-$1.60 40P.

Organizational Changes, *Innovations, *Educational Research, *Educational Resources, Educational Problems, *Administrative Problems, *Research Methodology, Eugene, Oregon

A discussion was presented on existing and potential sources of educational innovation, the conditions under which innovation occurs, and the changes which must be made to tie together knowledge and practice. Certain problems of distinction and definition were noted. Current sources of educational innovation discussed included (1) classroom teachers, (2) school administrators, (3) school boards, (4) the lay public, (5) state departments of education, (6) education faculties of colleges and universities, (7) professional associations, (8) the U.S. Office of Education and other federal agencies, (9) textbook publishers, and (10) scientists, technical specialists, and other experts. Conditions fostering and discouraging innovation were presented by generalizations from the study of change at societal levels. The prevailing conditions in educational settings and ideas for translating knowledge into practice were also discussed. (RS)

5 ED 010 294
Parker, Edwin B. and others
Patterns of Adult Information Seeking.
Stanford Univ., Inst. for Comm. Res., Calif.
Sept. 1966
MF-$0.45 HC-$11.00 275P.

Behavior Patterns, *Adult Education, *Reading Materials, *Mass Media, *Library Services, Interviews, Surveys, Stanford, California

Instrumental information-seeking behavior among adults was studied to determine "What kinds of people seek what kinds of information through what channels." Interviews were conducted with 1,869 adults who were asked about (1) their use of adult education, mass media, and interpersonal information sources, and (2) their methods of obtaining information in specific topic areas - business-financial, health, welfare, education, religion, national and international affairs, local public affairs, occupations, homemaking, and leisure activities. Responses were tabulated by age, sex, education, occupation, income, and length of community residence, The findings indicated the ways the information source used varies with educational background, occupation, and kind of data sought. (AL)

6 ED 010 432
Ellis, Allan B. Wetherell, Charles B.
The Computer and Career Decisions.
Harvard Univ., Cambridge, Mass.
Sep 1966
MF-$0.09 HC-$0.80 20P.

*Decision Making Skills, *Systems Concepts, Systems Development, *Career Choice, *Information Systems, *Computer Programs, Cambridge, Massachusetts

The need for student access to a computer facility, the reasoning behind this need, and a general description of the equipment required was reported in this technical memorandum. The need for the development of an information system for career choice was presented. Discussions of research intentions included (1) a model of decision-making, (2) the basic components of system development, (3) relevant computer programs, (4) computer hardward configurations, and (5) the stages of development activity. (RS)

7 ED 010 544
Gerard, R.W. Miller, James G.
Computers and Universities. (A Workshop Conference presented by the University of California, Irvine, with the cooperation of the University of Michigan, Newport Beach, November 8-12, 1965.)
California Univ., Irvine

27-Jan-67
MF-$0.81 HC-$20.16 504P.

Workshops, *Computers, Computer Assisted Instruction, Information Utiliation, *Conferences, *Universities, *Educational Planning, Administration, Library Services, Information Storage, Irvine, Calif.

The complete transcription of a 5-day workshop concerence on computers and universities was presented. The participants consisted of 54 representatives from universities and computer-associated agencies and coporations. Topics listed on the conference agenda were (1) "Computer-Assisted Instruction, Learning Aspects," (2) "Computer-Assisted Instruction, Technical Aspects," (3) "Library Handling Books and Their Contents," (4) "Computer-Assisted Instruction, Library, Stored Information," (5) "Administration, Integrated Records and Procedures," (6) "Administration, Top Level Information Flow," and (7) "Regional and National Networks." (RS)

8 ED 010 592
Hill, Joseph E.
A Feasibility Study for Establishing a Pilot Center for Analysis and Demonstration of Educational Resources at Wayne State University.
Wayne State University, Detroit, Mich.
Jun 65
MF-$0.18 HC-$3.08 77P.

*Educational Research, Educational Resources, *Resource Centers, *Organization, *Information Dissemination, *Systems Development, Financial Needs, Budgeting, Teacher Education, Speech Improvement, Programed Instruction, Computer Assisted Instruction, Pilot Projects, Detroit, Michigan

The feasibility of establishing an educational resource center was evaluated. Included in this report are detailed discussions of (1) the physical and organizational design of the resource center, (2) a timetable for establishment of the center, (3) plans for the dissemination of information, (4) plans for demonstration of systems to be developed at the center, and (5) budgetary requirements. Other ventures undertaken within the dimensions of the feasibility study were also discussed, including specific aspects of teacher education, speech improvement, programed instruction, and computer-assisted instruction. (GD)

9 ED 010 598
Canter, John and others
A New Approach to Class Scheduling. Final Report.
Pittsburgh Univ., Pa., Knowledge Avail. Sys. Ctr.
1966
MF-$0.09 HC-$2.20 55P.

School Administration, *Scheduling Modules, *School Schedules, Computer Oriented Programs, *Information Processing, Data Processing, Records (Forms), *Student Records, *Machine Reader, Innovation, Demonstration Programs, Pittsburgh, Pennsylvania, Beekley Corporation Insite System

An investigation of the use of a prototype device for class scheduling was made. The Beekley Insite Device that was studied used the "peek-a-boo" principle of matching computer tapes. A test group of 149 graduate students was used. Their desired schedules were matched automatically against a proposed master schedule to evaluate the usefulness of the device. The study sought means to (1) provide students, during registration, with all future term schedules that might be offered, (2) provide the administration with current and future term schedules that could not be provided by adjustment of master schedules, and (3) identify scheduling variables to be considered in resolving scheduling problems. The test results indicated (1) the "peek-a-boo" approach to scheduling could be useful to both the students and the administration, (2) although the device tested had many desirable characteristics, further development was needed to provide real-time operation of such a system, and (3) a machine-processible record created by the student during registration might serve as a starting point for invoicing, grade reporting, and similar functions. (AL)

10 ED 010 618
Grossman, Alvin * Howe, Robert L.
Research and Development in Data Processing for Pupil Personnel and Curricular Services.
California State Dept. of Education, Sacramento
1966
MF-$0.27 HC-$7.80 195P.

*Systems Development, *Data Processing, *Student Evaluation, *Student Records, High School Students, Demonstration Programs, Programing, *School Administration, Attendance Records, Scoring, Data Analysis, Curriculum Planning, Sacramento, California

A comprehensive pupil personnel and curricular data processing system was developed and demonstrated for use of California High Schools. This system was designed to serve groups of school districts through regional, data processing centers. The overall systems plan, the necessary programing activities, and a technique for master coding were delineated. Elements of the system's design were oriented toward providing both teaching and administrative assistance in registration and scheduling, attendance accounting, grade reporting, and test scoring and analysis. The system was programed to maintain cumulative records on master file tapes, at a regional data center, on each student in the participating schools. (JH)

11 ED 010 623

Briggs, Leslie J. * Norris, Eleanor L.
Techniques for Selecting and Presenting Occupational Information to High School Students. Planning and Development of Research Programs in Selected Areas of Vocational Education, Volume I.
American Inst. for Research in Behavioral Sciences
30 Nov 66
MF-$0.09 HC-$0.92 23P.

*Occupational Information, Occupational Guidance, *Vocational Counseling, *Career Choice, Career Planning, Material Development, Information Utilization, High School Students, Pilot Projects, *Employment Opportunities, Sex Differences, *Individual Development, Student Needs, *Secretaries, Palo Alto, California

As an initial step toward improvement in selecting and developing types of occupational information needed by high school students, as well as improvement of the format by which such information is presented, an experimental draft of occupational information materials was prepared and evaluated. These pilot materials were designed for use in career planning for one particular job family, the secretarial vocations. Then three booklets were prepared, entitled "Women's Place in Today's World of Work," "Entry Jobs Leading to the Position of Secretary," and "What It's Like to be a Secretary." In addition, these booklets corresponded respectively to student needs at three different stages of individual development--(1) the need to realistically perceive the place of both sexes in relation to the working world, (2) the need for awareness of the wide range of job families which one might enter, and (3) the need to select a specific educational or training program for a particular entry job in which one is interested. After a brief tryout of the materials (interviewing and testing selected students), the booklets were revised to improve their format of presentation. Additional research was recommended for identifying improved content and techniques to be used in presenting similar occupational information about other jobs or other job families. Related reports are ED 010 623 through ED 010 626. (JH)

12 ED 010 665
Fattu, N. A.
A Survey of Educational Research and an Appraisal by Scientists from Other Fields.
Indiana Univ., Bloomington, Inst. of Educ. Res.
Jan 67
MF-$0.54 HC-$14.60 365P.

*Educational Research, *Questionnaires, *Attitudes, *Interviews, *Student Attitudes, Evaluation, Faculty, Bloomington, Indiana

The objective of this survey was to obtain a description of educational research as perceived by educational researchers. A questionnaire was used to study the attitudes, impressions, and images of educational research that are held by graduate students, faculty, and deans. A structured interview was also used to study the attitudes and perceptions of educational research held by the faculty and deans of eight schools selected as outstanding. An attempt was made to assess the results of the survey by means of discussions with scientists from other fields. (TC)

13 CG 000 002 ED 010 695
Campbell, Georgia C.
The Organization, Development and Implementation of an Occupational Information Service Program in the High School
Kentucky State Dept. of Education, Frankfort
Sep 65
MF-$0.09 HC-$1.08 27P.

*Occupational Information, *Information Storage, Evaluation Techniques, *High Schools, Guidance Programs, Information Processing, Information Systems, Frankfort

Occupational information service in guidance focuses on the differing needs of high school students for knowledge of occupations. Occupational information is defined as accurate, up-to-date treatment and interpretation of data important to the process of occupational selection, preparation, placement, and adjustment. To meet the need for such information, a well-organized occupational information service should be planned and implemented and become an integral part of the school curriculum. Organization of the collection of material as a whole, in terms of worth, frequency of items, and coverage and authenticity should be the guiding principles rather than mere accumulation. This presentation sets forth an information service for students as well as suggesting sources and criteria for evaluation of information. It was recommended that needs of users are best served by material organized and filed according to interest and ability areas. An outline for preparation of occupational information and suggested methods and teaching aids to help students utilize it is included. (JH)

14 ED 010 914
Broudy, Harry S.
Criteria for the Theoretical Adequacy of Conceptual Framework of Planned Educational Change.
MF-$0.09 HC-$1.28 32P.

*Educational Change, *Scientific Methodology, Behavioral Science Research, Social Sciences, *Models

The current inadequacy of a conceptual framework allowing accumulation and synthesis of knowledge concerning educational change is evaluated. Consideration of educational change as scientific knowledge presupposes exploration of the difficulties that restrict the meeting of the accepted scientific criteria of description, explanation, prediction, and control as well as the scientific methodological requirements of objectivity and skepticism. Within an established body of scientific knowledge a structure of phenomena in logical relations and a methodology made up of definite rules of procedure can be discerned. Without a structure of relations and procedural methodology, inquiries may or may not link up with each other and result in an accumulation of findings rather than a culmination of results. An inadequacy of this nature is characteristic of knowledge concerning educational change. Without consensus upon the conceptual framework of relational and methodological facts, it is difficult to formulate theories that synthesize large areas of well-established fact. The attempt to make a science out of any social phenomena is constantly questioned because of the inherent subjectivity of the social sciences, the value factors of both investigator and investigated phenomena, and the complexity of group dynamics. A conceptual framework for educational change should take into consideration these inherent difficulties of psychological and social phenomena analysis. Its scientific study could proceed along the two lines--(1) an extrapolation of existing trends in social subsystems and a speculation of consequences, and (2) an emphasis on criticism of what has been discovered, including an examination of consistency, empirical consequences and attempts at falsification. (GB)

15 ED 011 075
Baird, Karen
A Pilot Project on Dissemination of Information to Higher Education Personnel, Final Report.
Wayne State Univ., Detroit, Michigan
1965
MF-$0.09 HC-$1.04 26P.

*Information Dissemination, *Educational Administration, *Evaluation, *Data Processing, *Questionnaires, *Administrative Personnel, *Higher Education, Pilot Projects, Detroit, Selective Dissemination of Information (SDI)

The use of an electronic data processing program called "Selective Dissemination of Information" (SDI), was studied as a technique for searching the literature of higher education administration and bringing to the attention of university administrators that select portion which is of direct relevance to their professional interests. The test population included 60 administrators at Wayne and eight other Michigan colleges and universities. Questionnaire responses from 52 SDI participants indicated that information supplied by SDI had been useful and current, and very probably would not have been obtained without this service. Every respondent reported that SDI helped keep him informed in his professional area. The questionnaire responses supported the contention that literature in the field of educational administration has increased beyond the ability of administrators to locate needed information. The results of this pilot project suggested the need for a nationwide information dissemination program and indicated that SDI has the potential for providing such a service. (TC)

16 ED 011 146
Gephart, William J.
Criteria for Methodological Adequacy for Research on Educational Change.
Sep 65
MF-$0.18 HC-$2.40 60P.

*Educational Change, *Educational Research, Techniques, *Research Methodology, Models, Evaluation, Research, Milwaukee

Research adequacy must be assessed and standards drawn if progress is to be made in the accumulation of knowledge. This discussion of methodological criteria focuses upon the following topics--(1) a logic framework for educational research, (2) general criteria for research evaluation, (3) elements of the study of the educational change process, (4) methods and techniques for studying the change process components, and (5) criteria of adequacy for evaluating research techniques in the study of educational change. (GB)

17 ED 011 147
Bhola, Harbans Singh
The Configurational Theory of Innovation Diffusion.
Ohio State Univ., Columbus, School of Education
Oct 65
MF-$0.09 HC-$1.88 47P.

*Innovation, *Educational Change, *Theories, *Models, *Social Change, Groups, Institutions, Culture, Environment, Resources, Columbus

A theory of innovation diffusion focused upon social interrelationships is presented. Interaction of varying kinds and sizes of social units relates individuals to other individuals, groups, institutions, or cultures. Innovation may be initiated by any of these four social units and may be directed toward subsequent adoption by any of the units. The theory is called a configurational theory because the emphasis is put on patterns of relationships between innovators and adopters, rather than upon the social units themselves. Specific elements of the theory include the initiator or innovator, the target or adopter, the linkage between the two and the process of diffusion by which an innovation is incorporated into a configuration. Environmental influence upon innovation diffusion will depend upon whether the environment is persistent and supportive, neutral, or inhibiting. Configurational relationships can be divided into three broad categories--molecular, molar-molecular, and molar--depending generally upon the size of the two social units serving as initiator and adapter and the particular relationship's amenability to control. Communication within social units is distinct from the linkage or communication network between configurations. The probability of diffusion will be affected by the amount of variable resources--material, conceptual skills, personnel, and influence. Eleven hypotheses suggested by the theory are enumerated. (JK)

18 ED 011 297
A Study of the Diffusion Process of Vocational Education Innovations.
Michigan State Board of Education, Lansing
1967
MF-$0.09 HC-$2.16 54P.

*Vocational Education, *Diffusion (Ideas), *Adoption (Ideas), Home Economics Education, *Innovation, Vocational Agriculture, High Schools, Trade and Industrial Education, Business Education, Questionnaires, Communication (Thought Transfer), Surveys, *Information Dissemination, Lansing, Research Coordinating Unit

The main objective of the study was to identify a communication network, if one existed, which could be used to shorten the time lag in adopting educational innovations in vocational education. Five relatively new practices identified in each of the vocational service areas were surveyed. Questionnaires were sent to all schools in Michigan having reimbursable vocational educational programs, and responses were received from 118 of the 205 schools with programs in agriculture, 265 of the 600 with programs in business, 280 of the 600 with programs in home economics, and 100 of the 89 with programs in trade and industry. The following data were analyzed for each service area--(1) the time of adoption of the practices surveyed, (2) percentage of schools which had heard about the practices, adopted the practices, and had been observed by others, (3) patterns of visitation networks, (4) sources of influence used in adopting each practice such as journals and conferences, (5) list of practices observed in other schools, (6) new practices being tried, (7) new ideas in the field, and (8) discontinued practices. (PS)

19 CG 000 048 ED 011 382
Gerstein, Martin * Hoover, Richard
Regional Center for Collection, Synthesis and Dissemination of Career Information for Schools of San Diego County. (Speech at the American Personnel and Guidance Association Convention, Washington, D. C., Session 266, April 6, 1966).
American Personnel and Guidance Assn., Washington, D. C.
MF-$0.09 HC-$1.12 28P.

*Occupational Information, Secondary Schools, Junior Colleges, *Pilot Projects, Questionnaires, *Information Dissemination, Information Retrieval, San Diego County, California

The purpose of this project is to develop an efficient system of providing career information to San Diego County Schools. Six junior colleges are participating in the pilot activity. The program is divided into two phases/ (1) the collection and synthesis of occupational information based upon student and counselor perceptions of which occupational information is most valuable (a questionnaire will be used), the preparation of data about 55 occupations in hospital careers, the development of a workable, efficient, economical system of dissemination and retrieval, and the preparation of auxiliary materials, and (2) the evaluation of the efficacy of the "viewscript" material in order to refine the content of the card material, and to test the ease of use and acceptance by students and faculty. A description of the equipment, materials, instructions for their usage, and evaluation in the schools participating in the pilot run is included. The future activities of the center will include expanding the "viewseript" approach to many occupations, following-up of graduates of local secondary school technical and vocational programs, and selecting of secondary schools to receive the "viewscript" materials. (PS)

20 ED 011 403
Guda, Egon G.
The Change Continuum and its Relation to the Illinois Plan for Program Development for Gifted Children.
1 Mar 66
MF-$0.09 HC-$1.44 36P.

*Educational Change, *Educational Research, *Demonstration Programs, Developmental Programs, *Educational Practice, *Educational Theories, Researchers, ~~Taxonomy, Field Studies~~, Innovation, Program Development for Gifted Children, URCANA

The process of translating educational research into improved educational practice is defined in a four-phase linear taxonomy of research, development, diffusion, and adoption. A schema developing these phases of the change continuum defines specific objectives, criteria for evaluation, and relation to change. Research activity is limited to inquiry and experimentation. Development activity includes the invention based on research and the design for innovation of the invention among potential users. Adoption activity includes trial or test of feasibility, installation of the innovation, and institutionalization (process by which the innovation becomes an integrated and accepted component of the educational program). An illustrative critique of the Illinois Plan for Program Development for Gifted Children is included which assesses the plan in relation to the four major taxonomic phases. This paper was delivered to a conference on educational change (URBANA, March 1, 1966). (JK)

21 ED 011 404
Guda, Egon G.
Methodological Strategies for Educational Change.
10 Nov 65
MF-$0.09 HC-$1.64 41P.

*Educational Change, *Educational Research, *Educational Theories,
*Research Methodology, *Field Studies, District of Columbia

This study of strategies for educational change concludes that the aexperimental, observational, or field study approach is preferred to the experimental or laboratory approach, both for change research, which is concerned with the entire process of change, and for evaluation, which is concerned with the assessment of single phases of change. Experimental strategy inquires into possibilities, whereas aexperimental strategy inquires into actualities. Other distinctions include setting, level of control, scope, number of variables, treatment, and context. Educational change is a process involving four stages, each with a particular objective--(1) research is restricted to the advancement of basic knowledge, (2) development formulates an invention or solution to an action problem and prepares the design for its institutional use, (3) diffusion disseminates information about the invention and demonstrates its utility, and (4) adoption establishes an invention as part of an ongoing program. A number of field study techniques are described--(1) a systematized development of objectives, defined as a programmatic approach, with an ordered action taxonomy to depict, relate, conceptualize, and test, (2) the conduct of inquiry within an explicit theoretical framework, (3) a phenomenological identification of the investigator with the actual field of his study rather than with an experimental condition, (4) replication and recycling of inquiry, defined as the tactic of accumulative evidence, and (5) the analysis of pathologies to gain insights into natural situations. This paper was presented to the Conference on Strategies for Educational Change (Washington, D. C., November 8-10, 1965).

22 ED 011 405

Guda, Egon G.
The Impending Research Explosion and Educational Practices.
19-Jul-65
MF-$0.09 HC-$1.04 26P.

Taxonomy, *Educational Research, *Educational Practice, *Educational Theories, *Educational Change, Researchers, Developmental Programs, Innovation, Demonstration Projects, Research Methodology, Field Studies, Kent

The rapid expansion of educational research has been accompanied by the feeling that a connective link must be established between the areas of research and educational practice. The increased availability of research funds necessitates reformulation and conceptualization of suitable mechanisms and agencies capable of bridging the gap between educational researcher and practitioner. To fill this need, a taxonomy is formulated for a change continuum from research to action. Research, the first activity, advances knowledge by a criterion of validity. The second activity, development, formulates a solution to an action problem and renders the formulated solution into an acceptable, adaptable form. Diffusion informs the practitioner of the process of development through the subactivities of dissemination and demonstration. Adoption, the final stage, incorporates an innovation into a functioning school system. Adoption is realized through the processes of installation (adapting the innovation to an adopting school) and institutionalization (regularizing the innovation). In addition to the connective taxonomy, the faculty of the Ohio State University College of Education has established specific agencies (Division of Educational Development, Evaluation Center, Project Discovery) to cope with problems of the research-action continuum. This paper was presented at the summer lecture series (Kent State University, July 19, 1965). (GD)

23 CG 000 101 ED 011 670
Blakelee, Robert W.
Research on the Use of a Counselee Problem Classification Plan at the Junior High Level.
MF-$0.09 HC-$0.64 16P.

*Counseling, *Junior High School Students, *Student Records, Student Characteristics, Evaluation Techniques, Student Problems, *Confidential Records, School Counselor Classif. Categories, New Hampshire

A classification plan for maintaining confidential records was constructed to help the counselor save time and still have a usable record of his sessions, and when all records are analyzed and summarized, to provide information about the types of problems experienced by students. The school counselor classification categories consist of (1) two major problem areas/ information giving and personal-emotional, (2) six stimulus categories (The counselor's subjective evaluation of why the counselor seeks counseling or what causes the problem)/ self-understanding, environmental understanding, self-conflict, others conflict, academic difficulties, general, and (3) the referral categories (indicates how the student enters counseling)/ self, teacher, administrator, parent, friend, and counselor. Counselees are also classified by sex, grade, and length of time involved for each counseling session. A summary of characteristics of the student population of Hood Memorial Junior High School is based on a study of 206 individual counseling sessions and 51 multiple sessions using the classification plan as they basic source of information. (A copy of the classification plan is included). (PS)

24 CG 000 103 ED 011 672
Havens, Robert I.
The Computer in Educational Research and Its Implications for the Counselor. (Speech at the American Personnel and Guidance Association Convention, Dallas, Texas, March 23, 1967).
American Personnel and Guidance Assn., Washington, D. C.
MF-$0.09 HC-$0.40 10P.

*Computers, *Student Characteristics, Research, Student Evaluation, *Counselor Role, *Research Methodology, Research Tools, Speeches

This paper emphasizes the counselor's need for research information about his local student population. Now that electronic computers are more available, the counselor can produce local norms and expectancy tables.

He also can study the relationships of various student characteristics. The "search technique" of feeding a number of variables like intelligence, socio-economic status, values, and opinions into the computer and testing the various relationships between groups is now possible. This offers the counselor a more effective means of understanding and planning for various individuals in the school. It also provides a more sound basis for active counseling and for the decision-making process. It is suggested that the counselor assume leadership in developing data processing techniques and in the use of computer in the local school system. (NS)

25 CG 000 149 ED 012 471

Criterion Variables for the Evaluation of Guidance Practices, A Taxonomy of Guidance Objectives, Preliminary Report. (National Study of Guidance, Phase I).

Missouri Univ., Columbia

MF-$0.09 HC-$1.36 34P.

*Evaluation, *Guidance Services, *Objectives, *Taxonomy, Research Criteria

The establishment of evaluative criteria for guidance objectives is affected by three major considerations: (1) specifying guidance objectives, (2) translating these objectives into desired behavioral outcomes, and (3) measuring and reporting these behavioral outcomes. The major problem is finding universally acceptable objectives which are specific enough for research and yet emphasize the individual. An attempt is made to identify guidance objectives in terms of the primary developmental and problem needs of students within their educational, vocational, and social domains. Within each of these domains, objectives are classified according to a hierarchy of developmental levels. The first level contains perceptualization objectives which include knowledge of, and concern with, aspects of the environment and the self. The second level emphasizes conceptualization objectives and responses to perceptions of the environment and the self. At the third and highest level are generalization objectives which allow the individual to (1) accomodate cultural and environmental demands, (2) achieve satisfaction through environmental transactions, and (3) experience mastery of specific tasks. Examples of specific objectives and criteria for guidance are presented in terms of the educational, vocational, and social domains. (SK)

26 CG 000 688 ED 012 499

Stone, Philip J.
An Interactive Inquirer. (Speech at the Invitational Conference on Testing Problems, New York City, October 29, 1966).
Educational Testing Service, Princeton, N. J.
Document Not Available From EDRS.

*Computers, Computer Assisted Instruction, *Computer Programs, Technological Advancement, Programing

Automated language processing (content analysis) is engaged in new ventures in computer dialogue as a result of new techniques in categorizing responses. A computer "Need-Achievement" scoring system has been developed. A set of computer programs labeled "The General Inquirer" will score computer inputs with responses fed from its memory bank. These responses, drawn from some seventeen different dictionaries, will contain approximately six million words on International Business Machines (IBM) cards. When a subject writes a story, the computer will immediately give a summary of the amount of need-achievement present and also a sentence-by-sentence analysis called the "Eliza," developed by J. Weizenbaum, the computer plays the role of a psychotherapist. It has been tested experimentally by Abelson and McGuire and reveals that subjects could not consistently identify whether responses were being made by the computer or a person. More complex and continuous computer dialogues will become possible. (This document is available for $1. 50 from the Educational Testing Service, Princeton, New Jersey 08540). (RL)

27 CG 000 689 ED 012 500

Helm, Carl E.
The Natural-Language Approach to Psychometrics. (Speech at the Invitational Conference on Testing Problems, New York City, October 29, 1966).
Educational Testing Service, Princeton, N. J.
Document Not Available From EDRS.

*Computers, *Computers Program, Psychometrists, *Psychometrics, Programing, Research Criteria, Research Methodology, *Measurement, Techniques, Scientific Concepts

A computer programing system has been devised that will allow the researcher to specify any or all variables entering into a particular simulation, along with the functions which define the relationships between variables. The system uses a "special-purpose-programming language" based on the natural language description the scientist uses to describe a large class of procedures. The higher order abstractions of the intuitive system of the scientist are used to produce simple, precise descriptions of his intuitive system. This accomplishment makes it possible to classify and organize observed data which will be simulated and tested. Common throughout this type of investigation are the premises that (1) there exists a hierarchy of theories which describe other theories constructed on a set of intuitive notions, (2) measurement theories provide information about the structure of theories, and (3) communication between psychologists and psychometrists must use natural language as its basis, Large scale computers become the tool of the psychometrist or mathematical psychologist. He uses these to construct formal descriptions of the psychologist's natural-language descriptions. (This document is available for $1.50 from the Educational Testing Service, Princeton, New Jersey 08540.) (RL)

CAPS RESUMES

28 CG 000 120
Ellis, Mancel R.
Computer-Based Counseling Models, A Review of the Field, Working Paper
Contario Inst. for Studies in Education, Toronto, Canada
22P.

*Computer Programs, *Counseling Services, Student Records, *Information Processing, *Interviews, Job Placement, Occupational Information, Computers, Review Paper, General Inquirer, Computest, Coursewriter, Autocon

A review of the use of computers for counseling models shows all programs still in the experimental stage. Preliminary interviewing and testing have been done on computers, but there is a problem of cross-referencing the language of the stored data. The General Inquirer System developed at Harvard is an example of systematized use of terms although it is limited to psychiatric data. Computest is a computer language developed from the vocabulary of psychiatric interviews. Coursewriter is a similar language developed by International Business Machines Corporation (IBM) for use in its machines. The Autocon System is one which simulates selected aspects of counselor behavior and appears to be a useful research model because of its flexibility. It was tested by simulating the interview behavior of a counselor in an educational planning interview with a student. Computers with long range objectives is an on-line terminal access system which allows selected personnel to gain student records from a central data bank. A suggested area for future research is in computer-based job selection and placement for use in school counseling and personnel selection. (NS)

29 CG 000 420
Goff, William
Project P.A.C.E./ Preparing, Aspiring, Career Exploration.
Dayton City School District, Ohio
70P.

*Occupational Information, *Elementary School Students, Grade 2, Grade 4, Grade 6, *Elementary School Counselors, *Aspiration, *Vocational Development, Intelligence Quotient, Pilot Projects, Academic Ability, Academic Achievement, California Test of Mental Maturity, Metropolitan Achievement Tests, Ohio Survey Tests, Dictionary of Occupational Titles, Occupational Aspiration Scale, Widening Occupational Horizons Kit, Our Working World Kit

Certified school counselors were assigned to two elementary schools to develop, use and test vocational and occupational materials. Aspiration levels of students in one class each in the second, fourth, and sixth grades in each school were also explored and related to occupational potential. Methods of using occupational materials effectively were also tested. Pre- and post- tests were given to assess pupil knowledge of occupations. Achievement and ability measures were obtained early in the school year. Questionnaires were given to teachers and parents of children in the experimental groups. Some findings were: (1) the students assimilated vocational and occupational information, (2) older elementary students exhibited greater vocational awareness, (3) changes in level of aspiration as a function of learning potential were not differentiated between the experimental and control groups, (4) the dictionary of occupational titles was used successfully by the counselor and older elementary student, and (5) parents and teachers were enthusiastic about the program. (SK)

30 CG 000 426
Borow, Henry
Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research.
Pittsburgh Univ., Pa.
16P.

*Occupational Guidance, *Occupational Information, *Vocational Development, *Behavioral Sciences, Research, Elementary School Students, *Change Agents, Vocational Counseling, Speeches

Systematic examination of the counselee as a purposive, goal-seeking, learning organism is advocated. When occupational information is given to a counselee, it is filtered through psychological sets, attitudes, preconceptions, and defenses. Vocational guidance must selectively borrow from related behavioral sciences. Since 1950, a reconceptualization of guidance has taken place. Children acquire value systems which influence their choice of occupations. Junior high students have limited and questionable information about occupations and are not ready for counseling about specific vocational choices. Work has little meaning for disadvantaged youth. American youth is estranged from occupational life, and develops biases against work fields. Improved occupational information usage may include: (1) elementary counseling, (2) orientation to work in elementary school, and (3) experimental work on the effect of attitudes and emotional states on perception. (This document was presented at the conference on occupational information and vocational guidance, Pittsburgh, Pa., March 11-13, 1066). (SK)

31 CG 000 428
Boynton, Ralph E.
New Models and Techniques in Career Guidance.
Pittsburgh Univ., Pa.
12P.

*High School Students, *Career Planning, Information Processing, *Systems Approach, Models, Student Seminars, Discussion Groups, Computer Oriented Programs, Work Experience Programs, *Vocational Counseling

A Model for a Career Guidance System that appears to effect positive change for students, schools, and the community is presented. There are four phases to the model, one for each year the student is in high school. The student's skills, aptitudes, interests, intelligence, and achievements are determined at initial fact gathering sessions. This information is stored in a computer. The student may obtain information from the computer about grades, courses taken, and college acceptance. The counselor receives a copy of all such sessions. Students are assigned by the computer to discussion groups which focus on the selection of occupational objectives. Career seminars provide students with opportunities to talk with representatives of careers in which they have an interest, where feasible, senior year students are given work experience opportunities. This type of approach appears meaningful for students who are not college oriented. The use of a systems approach, peer groups for counseling, and community resources seems to operate effectively in preparing students to take their place in the economic life of a community. (SK)

32 CG 000 588
Tillery, Dale and others
Scope State Profile, Grade Twelve 1966, Massachusetts. A Descriptive Report.
California Univ., Berkeley Ctr. for R. and D. in Ed., College Entrance Examination Board, New York, N.Y.
77P.

Decision Making Skills, *High School Students, *Educational Research, Research Projects, *Research and Development Centers, Vocational

Education, *Occupational Choice, Academic Ability, *Design Making, Questionnaires, Academic Ability Test, School to College Opport. for Postsec. Ed. (SCOPE)

School to College--Opportunities for Post Secondary Education (SCOPE), is a six-year project which seeks to discover decision-making patterns among high school students. This report on Massachusetts, the second of the series gives means, percentile ranks, standard deviations, and distributions on the verbal ability test, math ability test, ability test, student questionnaire item analysis, occupational preference item analysis, activities preference item analysis, and an intellectual predisposition scale. Information about both ninth and twelfth grade students, as a basis for longitundinal studies, was collected about the following variables - academic ability test scores, family and home milieu, parental expectations, self-evaluation, values, perceptions of school, information-seeking activities, occupational preferences, and intellectual predisposition. (WR)

33 CG 000 615

Krumboltz, John D.

Future Directions for Counseling Research. (Speech at the Invitational Conference on the Assessment of Counseling Outcomes, Washington Univ., St. Louis, Missouri, January 12, 1967).

29P.

Research Criteria, *Counseling, *Research Methodology, *Problem Sol-

Research Criteria, *Counseling, *Research Methodology, *Problem Solving, *Counseling Goals, Cultural Disadvantagement, Career Planning, Research Opportunities, Interdisciplinary Approach.

Counseling research should be designed to discover improved ways of helping clients prevent or solve their problems. The implicit assumption that counselors already know how to counsel should be questioned. The dependent variable should be client, not counselor behavior. A narrow outlook of counselor purposes and methods may be dangerous. Counseling research should be designed so that different possible outcomes lead to different counseling practices. Research should gain the respect of other disciplines. The test of relevance should be applied in planning counseling research. Outcome criteria of counseling research should be tailored to the behavior changes desired by the clients and counselors involved. The criterion for each client should be appropriate. Gross criterion measures, such as grade point average, have dangerous weaknesses, criterion behavior external to the counseling situation itself is irrelevant. There are seven possible fruitful areas for counseling research: (1) establishing the counselor as an effective agent of change through alternative ways, (2) learning the skills of building human relationships, (3) helping members of specific subpopulations through more effective procedures, (4) extrapolating from research in other disciplines, (5) building a library of effective models, (6) improving the career decision process, and (7) preventing problems. (WR)

34 CG 000 679

Richards, James M., Jr.

Can Computers Write College Admissions Tests.

American College Testing Program, Iowa City, Iowa

17P.

*College Admission, *Test Construction, *Multiple Choice Tests, Evaluation, Test Validity, College Entrance Examinations, *Computers, Test Reliability, Predictive Validity, *Verbal Ability, Research, Grade Point Average, Intercorrelation, Correlation, Wide Range Verbal Ability Test, Kuder Richardson 21 Reliability

A computer procedure for writing verbal comprehension items was developed and a 72 item synonyms test was then constructed by a computer. Verbal comprehension was chosen because it is the most useful test factor for predicting academic success. The computer written test and the Wide Range Vocabulary Test (WRVT) were administered to 1,212 freshmen at the University of Illinois. Means, standard deviations, Kudar-Richardson Reliability Coefficients,

standard deviations, Kudar-Richardson Reliability Coefficients,

predictive validities, and intercorrelations of the two tests were calculated. Results justified further analysis. The Computer Written Test was broken down into three 24 item tests. One test maximized validity, another homogeneity, and the third, discrimination among students tested. These three test correlated as highly with the WRVT as the WRVT's two parts correlated with each other. The reliabilities of the computer tests were between those of the two parts of the WRVT, and their validities were higher. In principle, computers can be used to write college admission tests as well as score them. Objections to such "dehumanization" will arise, but should be considered in the light of conventional measures of success in college. This document is Act Research Report No. 15, October, 1966. (SK)

35 CG 000 781

Ferguson, Annabelle E.

Using Research Findings to Change Elementary School Counseling

Practices.
American Personnel and Guidance Assn., Washington, D. C.
April, 1966
6P.

*Elementary School Counseling, Student Personnel Workers, Child Development Consultant, *Pilot Projects, *Research Opportunities, APGA Convention, 1966, Speeches, Maryland, IRCOPPS

The influence of pilot studies in elementary school counseling in Maryland in the past two years are discussed. Through the IRCOPPS Research, Six countries have begun pilot projects to determine the most effective form of elementary school counseling. In Anne Arundel County, three different specialists are being studied. A counselor has been placed in one school. A pupil personnel worker with a smaller than usual case load has been placed in another. A child development counsultant (teacher with graduate work in child development) is working in the third school. A fourth school has been named as a control for comparison with the effectiveness of the counseling programs. Objective data on these programs is now being gathered. Some observations of those directly involved in the pilot studies are: (1) careful planning is important for such research, (2) good communication with the school principal and teachers is necessary, (3) it is important for parents to understand that counseling is a service for the "normal" child, (4) small case loads are important for an effective program, and (5) the joint efforts of the pilot studies have been a research stimulus to other schools. (This speech was presented at the American

and (5) the joint efforts of the pilot studies have been a research
stimulus to other schools. (This speech was presented at the American

Personnel and Guidance Association Convention, Washington, D. C., April, 1966). (NS)

36 CG 000 810
Perrone, Philip A.
Use and Evaluation of Occupational Information Materials.
American Personnel and Guidance Assn., Washington, D. C.
21P.

*Occupational Information, *Secondary Schools, *Information Utiliation, Evaluation, *Surveys, Questionnaires

Of 18,000 secondary schools contacted, 30 percent responded to a questionnaire on occupational information materials. Occupational literature was obtained by counselors 80 percent of the time. On the average, $178.00 is available yearly for this purchase. The facilities available for displaying materials are described. The circumstances under which students use occupational information and the kinds of students who use these materials are discussed. The information sources used most frequently are rated and explained. Counselors were asked to evaluate two types of occupational literature (description and outlook) for (1) terminal students, (2) students planning post high school, vocational, or technical training, and (3) students planning to enter junior college or college. A summary of the information is presented in percentages. No conclusions are drawn because of the low percentage of returns. Another survey of schools not previously contacted is underway. (This speech was presented at the American Personnel and Guidance Association Convention, Dallas, Texas, March, 1967). (VL)

37 CG 000 840
Lighthall, Frederick F.
Chicago COPED Activities--Some Comments on Structure, Function and the Helping Relation.
Chicago Univ., Ill., Coop. Proj. in Educ. Devel.
33P.

*School Systems, Decision Making, *Communication, Social Structure, *Consultation Programs, *Program Development, Changing Attitudes, Social Change, *School Planning, School Role, Coop. Proj. on Educ. Develop. (COPED)

The Chicago Cooperative Project in Educational Development COPED),

The Chicago Cooperative Project in Educational Development COPED), like other COPED centers, was designed to study and facilitate the process of planned change in school systems. The project is described as "emergent," slowly evolving with each activity altering its development. A distinction is made between planning and preparation. COPED is unplanned but prepared. That is, COPED responds in co-variation with client response. COPED's purposes include: (1) the tendency to slow up the decision-making process in their district so that problems can be thoroughly explored, (2) to increase genuine dialogue, (3) to keep the client in the growing role, (4) to broaden the role of the school psychologist and other trained personnel, (5) to provide models of the desired behavior, and (6) to examine the constructs structuring the behavior of the client school district. The beginnings of COPED in Chicago and its work are discussed. Various social structures and their functions are described as they emerged. Attention is focused on collective deliberation, a function which emerged in the steering committe. A hypothesis about the necessity of collective deliberation is offered. (SK)

38 CG 000 991

Ellis, Allan B. and others

A Rudimentary Demonstration for the Information System for Vocational Decisions--Orientation, Guidance Scripts, Test of Occupational Knowledge, and a Script Writing Language. (Information System for Vocation Decisions Project Report No. 11).

Harvard Univ., Cambridge, Mass., Grad. Sch. of Educ.

117P.

*Information Systems, *Career Planning, Occupational Information, Media Research, Educational Guidance, *Computer Oriented Programs, *Demonstration Programs, *Decision Making Skills

A computerized information system for vocational decisions is described and demonstrated. Demonstration materials include an introduction to the system, six scripts, a test of occupational knowledge, and a script writing language. The inquirer's name is first requested by the system. The inquirer decides whether he wishes to choose a specific script, take the test of occupational knowledge, or write a script himself. The script, "Naming and Collecting Job Preferences", elicits appropriate data, collects job preferences, and calls up other scripts. "Exploration" collects data and directs users to other scripts. "Learning the ROE Categories" is for those who have not thought about future occupation, and "Choosing Further Education" presents educational opportunities. "Choosing a Job by Characteristics" elicits preferences and dislikes about job characteristics using a base of 11 occupations. "Getting Specific Job Descriptions: uses the information collected to provide specific information. The six classifications and the inquirer's occupational choice. The Minorca script-writing language is discussed and explained. Script copies are appended. (SK)

collected to provide specific information. The six classifications and the inquirer's occupational choice. The Minorca script-writing language is discussed and explained. Script copies are appended. (SK)

39 CG 001 004

Lawrence, Richard G.

The Use of Research Results in Teaching Social Work Practice.

25P.

*Research, *Social Work, *Social Workers, *Social Sciences, *Teaching Methods, Behavioral Science Research, Research Problems, College Students, College Curriculum, College Teachers, Behavioral sciences, Teacher Workshops, Inservice Teacher Education, Teacher Education, Team Teaching, Council on Social Work Education, Community Organization Curriculum Develop. Proj.

Because the success of intervention depends upon the validity of the propositions employed, and because scientific research assures validity by providing the most systematic and rigorous attention to problems, the utilization of research is important to social work practice. Several factors limit its use--(1) although concepts are clearly defined in research, in social work practice they are often vague and general, (2) research may not yet have dealt with problems of primary significance to the practice situation, (3) scientific attitude may be imcompatible with the capacity to form effective practice relationships, and (4) the educational process of social work tends to perpetuate the situation. Suggestions for encouraging research and its utilization are--(1) a teacher's academy, which would provide training in research-oriented teaching, (2) a national center for the codification and dissemination of relevant research findings, (3) a problem centered approach to learning within universities, (4) intradepartmental and interdepartmental team teaching, and (5) definition of critical issues, suggested resources, and means for discussion provided by teachers to students. Some of these suggestions should be promoted through the Council on Social Work Education. (PR)

40 CG 001 020
Siegel, Louis
Computer Control of Behavioral Experiments.
American Psychological Assn., Washington, D.C.
18 P.

Computers, *Computer Based Laboratories, *Behavioral Science
18 P. Research, *Behavioral Science, *Experiments, *Reinforcement,

Computers, *Computer Based Laboratories, *Behavioral Science Research, *Behavioral Science, *Experiments, *Reinforcement, Speeches

The LINC computer provides a particular schedule of reinforcement for behavioral experiments by executing a sequence of computer operations in conjunction with a specially designed interface. The interface is the means of communication between the experimental chamber and the computer. The program and interface of an experiment involving a pigeon pecking at a key are discussed. Diagrams provide illustrative material. (SK)

41 CG 001 091
Cogswell, J. F. and others
The Design of a Man-Machine Counseling System. A Professional Paper.

American Psychological Assn., Washington, D.C.
20P.

*Interviews, *Counseling, *Automation, *Computer Programs, *Information Processing, Research, High Schools, Experimental Programs, Data Processing, Information Dissemination, Information Retrieval, Information Storage, System Development Corp., Santa Monica, Calif.

Two projects on the design, development, implementation, and evaluation of a man-machine system for counseling in the Palo Alto and Los Angeles School Districts are reported. The earlier Philco 2000 computer programs simulated a counselor's work in the educational planning interview by accepting inputs wuch as school grades, test scores, and biographical data. It analyzed data according to an inferred model of the counselor's decision-making rules, and printed out evaluative statements. An automated educational interview program now reviews student progress, collects comments from the student, reacts to student plans, and helps plan a high school course schedule. The current project, in the initial design phase, included a survey of counselor practices, selected an experimental field site, analyzed counseling operations in the field site, and trained counselors in systems technology and lab development of limited software systems. A plan was formulated to computerize the major information-processing tasks in the counseling operation. The development, implementation, and evaluation phases will follow. A sample interview is included. This paper was presented at the American Psychological Assn. Conv., New York, N.Y., September 4, 1966. (WR)

New York, N.Y., September 4, 1966. (WR)

JOURNAL RESUMES

42. Arbuckle, Dugald S., "Occupational Information in the Elementary School." Vocational Guidance Quarterly, Vol. 12, No. 2, 1963-64.

Vocational information should be used as a means for exploration to help children become involved in the learning process. Hopefully, teachers and counselors will help children see that freedom of choice is always present despite restrictions. (IM)

43. Bodin, Arthus M., "Research Frontier: A Proposal for New Bibliographic Tools for Psychologists." Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 193-197.

The number of bibliographies in the field of psychology is rapidly increasing. A system for developing a bibliography of psychology-related bibliographies is devised and applied. (JR)

44. Borow, Henry, "Research Frontier, Information Retrieval: A Definition and a Conference Report." Journal of Counseling Psychology, Vol. 9, No. 4, 1962.

This article describes (1) the need for more innovative approaches to information classification, storage and retrieval, (2) a coordinate indexing system, and (3) more knowledge about information retrieval based on a conference held at the University of Minnesota. (JR)

45. Broadhurst, P. L., "Coordinate Indexing: A Bibliographic Aid." American Psychologist, Vol. 17, No. 3, March 1962, pp. 137-142.

A description of the use of coordinate indexing in developing an information retrieval system is presented. The description is applicable to information collections of any size and could be applied to personal information collections. (JR)

mation collections of any size and could be applied to personal information collections. (JR)

46. Campbell, David P., "Research Frontier, The Center for Interest Measurement Research." Journal of Counseling Psychology, Vol. 11, No. 4, 1964, pp. 393-399.

The goals of the Center for Interest Measurement Research at the University of Minnesota are to (1) to maintain an active research program in interest measurement, (2) to serve as a focal point for information on related research conducted in other places, and (3) to serve as a repository for basic data on interest measurement. (JR)

47. Cattell, Raymond B., "Some Deeper Significances of the Computer for the Practicing Psychologist." Personnel and Guidance Journal, Vol. 44, No. 2,

Oct. 1965, pp. 160-166.

Most of the recent stimulating discussion on use of the computer in testing has been concerned with more rapid scoring, better recordings, and such advances as Eber's programming of the Sixteen Personality Factor Questionnaire (16 PF) and Swenson's of the Minnesota Multiphasic Personality Inventory (MMPI) to give verbal, descriptive printouts, etc. These are valuable, but as we go beyond statistical into psychological, lawful prediction, computer use assumes a deeper significance in (a) exposing faulty implicit assumptions and procedures in diagnosis and treatment and (b) making available for the individual case stored psychological experience and the rapid derivation of results of complex prediction beyond the resources of the individual practitioner. The recent National Computer Systems service offering derivatives of the MMPI and second-order factors and neuroticism scores from the 16 PF is a beginning in this direction. (Author)

48. David, Henry P., "Toward More Effective International Communication in Psychology." American Psychologist, Vol. 16, No. 11, Nov. 1961, pp. 696-698.

Suggestions are offered for publishing or otherwise preparing summary information that will facilitate rapid, selective dissemination and retrieval of psychological literature. (JR)

49. Ellis, Gordon, "A New Approach to Student Records." Personnel and Guidance Journal, Vol. 41, No. 8, Apr. 1963, pp. 724-726.

A cumulative record system which utilizes control recording and dictation equipment which allows school staff to dictate student record information is presented. (JR)

50. Finney, Joseph C., "Computers in Behavioral Science: Methodological Problems in Programmed Composition of Psychological Test Reports." Behavioral Science Journal, Vol. 12, No. 2, Mar. 1967, pp. 142-152.

A computer program which automatically interprets psychological tests and composes a psychological report is described and analyzed. (JR)

51. Garbin, A. P., " Occupational Choice and the Multidimensional Rankings of Occupations." Vocational Guidance Quarterly, Vol. 16, No. 1, Sept. 1967, pp. 17-25.

To provide meaningful "real" experiences for elementary school children, the developmental career guidance project in Detroit organized an elementary school employment service. Students were interviewed and placed in "jobs". It was found that the behavior of elementary school "workers" parallels that of their adult counterparts. It is concluded that the project helps students gain relevant vocational knowledge and experiences which further their developmental process. (IM)

52. Garvey, William D. and Belver , C. Griffith, "Scientific Communication: The Dissemination System in Psychology and a Theoretical Framework for Planning Innovations." American Psychologist, Vol. 20, No. 2, Feb. 1965, pp. 157-164.

This is a report of the Project on Scientific Information Exchange in Psychology, conducted by the American Psychological Association. The report includes the Project's findings, the rationale for the selection of innovations to be studied and the theoretical framework for the study of innovations. (JR)

53. Gerstein, Martin and Richard Hoover, "VIEW--Vocational Information for Education and Work." Personnel and Guidance Journal, Vol. 45, No. 6, Feb. 1967, pp. 593-596.

A Career Information Center is described that provides restructured occupational information in a microfilm format that is readily kept current and is instantly accessible. The information is based upon what students and councelors feel is occupational information of the most worth. The Career Information Center also provides counselor inservice education in the belief that the principal rationale for counseling in the secondary schools is educational and career development activities for all students. (Author)

54. Goldman, Leo, "Information and Counseling: A Dilemma." Personnel and Guidance Journal, Vol. 46, No. 1, Sept. 1967, pp. 42-46.

The revolutionary changes in data processing, and the resulting increases in the quantity and quality of information about counselees and their prospective environments, will make the work of the counselor more difficult in several ways. The one problem that is highlighted is the difficulty of maintaining a true counseling process and relationship while at the same time collecting necessary information about the client and about the environments regarding which he must make decisions. Two solutions and their relative merits are discussed, one involving separation of the information and counseling functions, and the other requiring an integration of the functions by a single counselor. (Author)

55. Goldstein, Harris K., "Making Practice More Scientific Through Knowledge of Research." Journal of Social Work, Vol. 7, No. 3, July 1962, pp. 108-112.

Research can help practioners operate more scientifically by (1) providing scientific standards which practioners can use in setting standards for their own practice activities, and (2) providing scientific methods which practioners can use to attain these scientific standards. (JR)

56. Heisey, Marion, "A Review of Literature as a Service to Teachers." Elementary School Guidance and Counseling, Vol. 2, No. 2, Dec. 1967, pp. 127-134.

At Kent State University School, the elementary school counselors developed a program of reading for teachers based on a review of current professional literature. Bulletins were developed which both reviewed research and suggested applications of the findings. (JR)

57. Hewes, Robert E., "Some General Thoughts on the Use of a Computer in the Area of Academic Administration." Journal of College Student Personnel, Vol. 5, No. 2, Dec. 1963, pp. 73-76.

This article describes the uses of the computer in Academic Administration at M. I. T. The need for careful planning and evaluation of computer applications is stressed. Specific applications are noted. (JR)

58. Hopke, William E., "A New Look at Occupational Literature." Vocational Guidance Quarterly, Vol. 15, No. 1, Sept. 1966, pp. 18-25.

Some of the major developments in the field of occupational literature since 1950 are reviewed. Current developments and the predicted status of occupational literature for the next two decades are also presented. (JR)

59. Kagen, Norman, "Three Dimensions of Counselor Encapsulation." Journal of Counseling Psychology, Vol. 11, No. 4, 1964, pp. 361-365.

Three factors in counselor cultural encapsulation are discussed: (1) A tendency to stereotype members of a sub-culture in terms of the model characteristics of that sub-culture--the reification of sociological data; (2) Inadequacies in counselor education programs--the implied assumption that classroom sessions and field experiences are likely to alter deep-rooted attitudes and beliefs on the part of the student counselor; (3) Counselor role definitions which foster rigidity of counselor performance--the inclusion of current tactics and practices in descriptions of the goals and role of the school counselor. Illustrations of the influence of these factors on practice are provided and suggestions for change offered. (Author)

60. Kerr, William D., "High School Counselors and College Information." Journal of College Student Personnel, Vol. 5, No. 1, Oct. 1963, pp. 45-48.

The attitudes and accuracy of information about college and college attendance possessed by school counselors were investigated. (JR)

61. Kiesow, Milton A., "A Professional Approach to the Information Function in Counselor Education." Counselor Education and Supervision, Vol. 2, No. 3, Spring 1963, pp. 131-136.

The literature concerning the immediate and long term goals for the instruction of counselors, as they pertain to the role of information, is reviewed. Particular emphasis is given to the questions: (1) What are the implications for curriculum building to implement the information function, and (2) How can instructional personnel provide explanatory experiences and training sequences for the education of counselors in the decade ahead? (JR)

62. Kinling, William J., "Dissemination of Guidance Information Using Data-Processing Equipment." Personnel and Guidance Journal, Vol. 39, No. 3, Nov. 1960, pp. 220-221.

An information system developed in Baltimore County, Maryland, enables the automatic dissemination of selected guidance information from cummulative recorders to the school staff. (JR)

63. Kleinmuntz, Benjamin and Robert S. McLean, "Computers in Behavioral Science, Diagnostic Interviewing by Digital Computer." Behavioral Science, Vol. 13, No. 1, Jan. 1968, pp. 75-80.

A computer system is proposed for conducting large-scale psychodiagnostic interviews. The discussion focuses on the rationale for the use of the computer as an interviewer, computer hardware and software problems encountered, and on an operational computer program which approximates the ideal automated interview scheme. (Author)

64. Ladd, Clayton E., "Record-Keeping and Research in Psychiatric and Psychological Clinics." Journal of Counseling Psychology, Vol. 14, No. 4, 1967, pp. 361-367.

The record-keeping procedures of 92 training clinics and the publications over a three year period of 49 of the same clinics were surveyed. The typical records on therapy patients were verbal and lengthy (5-6 pages). Psychological clinics used tape recordings and tests more than psychiatric clinics, but neither systematically collected quantitative data amenable to empirical research. Relatively few attempts were made to objectively assess changes in the patient during treatment and even fewer systematic follow-ups were done. Publications using patient data in any way were produced at the rate of one every 10 years of professional staff time. The opinion is expressed that clinical records should become more quantified and that service and research should be integrated and undertaken simultaneously. (Author)

65. Moore, Dorothy N. and others, "Date Utilization for Local Mental Health Program Development." Community Mental Health Journal, Vol. 3, No. 1, Spring 1967, pp. 30-32.

The importance of data collection and utilization for program development on the local level is emphasized, and a systematic approach to data collection for planning and evaluation of local mental health services is outlined. Examples of local programs in which such information has been employed are cited. Recommendations are made to facilitate the local planning function. (Author)

66. Odle, S. Gene, "The Student Information Center as an Educational Resource." Vocational Guidance Quarterly, Vol. 15, No. 3, Mar. 1967, pp. 217-220.

The Student Information Center was organized with five specific objectives: (1) To be a self-teaching center for students using educational-vocational materials, (2) To serve as a library and lending depository for selected materials, (3) To serve as a reception area for the offices of the Student Personnel Deans, (4) To provide a place where students could linger for a moment of reading or conversation, and (5) To be a visible evidence of concern for students in a direct service manner, hopefully in ways which would be natural and could be utilized by them. (Author)

67. Overs, Robert P. and Elizabeth C. Deutsch, "Sociological Studies of Occupations." Personnel and Guidance Journal, Vol. 44, No. 7, Mar. 1966, pp. 711-714.

A bibliography of 796 sociological studies of occupations was collected. Three- to six-page abstracts were prepared of 100 of these for counseling use. These were assigned DOT codes for ready filing in occupational files. 43.2% of the studies were doctoral dissertations. A substantial body of largely untapped information has been made available to counselors. A clearinghouse for further sociological studies of occupations is needed. (Author)

68. Peters, Herman J. and Samuel F. Angus, "New Challenges in the Riddle of Occupational Information," *Vocational Guidance Quarterly*, Vol. 13, No. 3, Spring 1965, pp. 179-183.

Space industry occupations are numerous, and are characteristically created and deleted very rapidly. These occupations indicate the need for new types of occupational information sources. (JR)

69. Platz, Arthur and Edwin Blakelock, "Productivity of American Psychologists: Quantity Versus Quality," *American Psychologist*, Vol. 15, No. 5, May 1960, pp. 310-312.

Two studies on the productivity of American psychologists are reanalyzed to determine whether there is any relationship between the amount of research published by a psychologist, its quality, and importance to the field. (JR)

70. Rosner, Martin M., "Administrative Controls and Innovation," *Behavioral Science*, Vol. 13, No. 1, Jan. 1968, pp. 36-43.

Administrative control procedures and organizational innovation appear to be incompatible organizational processes. Administrative control procedures are used to maximize coordination and to ensure reliability and predictability of behavior in the organization. Innovations are used to facilitate adaptation to the environment and to improve achievement of organizational goals. Innovation may reduce the degree of reliability in the organization, and the use of administrative controls may reduce innovation. However, administrative controls assume two forms whose effects on innovation may differ. One form is activity control--the degree to which members of the organization use procedures or resources specified by their superiors. The other is visibility of consequences--the ability and willingness to measure the consequences of organizational programs in terms of organizational goals. The following general hypotheses are advanced: (1) innovation varies inversely with activity control because activity control reduces the search for new programs and abridges the individual's capacity and incentive to innovate; and (2) innovation varies directly with visibility of consequences, since visibility of consequences allows the owner of an organization to evaluate the innovation's effect on goal achievement and to reward and encourage successful innovators. (Author)

71. Samler, Joseph, "Psycho-Social Aspects of Work: A Critique of Occupational Information," Personnel and Guidance Journal, Vol. 39, No. 6, Feb. 1961, pp. 458-465.

Greater use of the psychological aspects of man in the world of work in the development of occupational information is indicated. Illustrations of occupational information which employ this aspect of work are given. (JR)

72. Schneeweiss, Stephen M., "New Horizons in School Health Services: The Computer," Journal of School Health, Vol. 37, No. 7, Sept. 1967, pp. 349-352.

An experimental data processing information system for student health records is described. Information is given about cost, staff, and time needed to develop the system. (JR)

73. Schwebel, Milton, "Ideology and Counselor Encapsulation," Journal of Counseling Psychology, Vol. 11, No. 4, 1964, pp. 366-369.

Counselor isolation from social realities, a cause of recent self-criticism, is analyzed in terms of the forces impinging on this, as on other, professions during its lifetime. At its inception counseling was part of the movement to raise the educational and social level of the community. With the passing years the concepts that determine practice and research were influenced by an ideology that tended to resist change. Man came to be thought of as static, his potential largely predetermined, his capacities fixed. There was movement from the real to the "safe" intrapsychic world, from commitment to nondirection. The realignment of social dynamics now requires a reassessment of the prevailing ideology. (Author)

74. Seaberg, James R., "Case Recording by Code." Journal of

Social Work, Vol. 10, No. 4, Oct. 1965, pp. 92-99.

Case recording utilizing a coded recording system offers several advantages over process records, e.g., computer processing (tabulating and transforming from numbers to words) and consistent and complete data. Such a recording system is adaptable to the vocabularies of a variety of theories of behavioral causation and thus could be adapted by agencies with varied orientations and functions. (Author)

75. Taber, Merlin and Iris Shapiro, "Social Work and Its Knowledge Base: A Content Analysis of the Periodical Literature." Journal of Social Work, Vol. 10, No. 4, Oct. 1965, pp. 100-106.

What is the social work approach to knowledge-building? Articles from selected professional journals were sampled and analysed in terms of their use of different kinds of knowledge statements, concepts and theories, and empirical evidence. (Author)

76. Theobald, Robert, "Technological Change: Threat or Promise?" American Journal of Orthopsychiatry, Vol. 37, No. 1, Jan. 1967, pp. 127-138.

Man is in the process of attaining the power needed to refashion his environment. This will force him to shift his institutions and culture to emphasize the control of the power available for the good of humanity rather than the creation of still further power. Such a shift will raise profound difficulties, but also promises profound benefits. (Author)

77. Veldman, Donald J., "Computer-Based Sentence-Completion Interviews," Journal of Counseling Psychology, Vol. 14, No. 2, 1967, pp. 153-157.

A 36-item sentence-completion form requiring single-word responses was administered to 2,321 college freshmen to obtain normative data. Six-hundred and sixteen different response words, which were used by more than one percent of the sample, were incorporated into a computer program written for a modified IBM 1401 computer with typewriter terminals designed for computer-assisted instruction. A sample of 12 student volunteers filled out the sentence-completion form and then were "interviewed by the computer program." Results confirm the feasibility of the technique and vividly illustrate the value of a tailored inquiry, even when it is conducted by a computer. (Author)

78. Walz, Garry R. and Juliet V. Rich, "ERIC Counseling and Personnel Services Information Center." Personnel and Guidance Journal, Vol. 46, No. 1, Sept. 1967, pp. 68-77.

This article describes the development and planned use of the Counseling and Personnel Services Information Center, which is part of the Educational Research Information Center (ERIC). (Author)

79. Walz, Garry R. and Juliet V. Rich, "The Impact of Information Systems on Counselor Preparation and Practice." Counselor Education and Supervision, Vol. 6, No. 3SP, Spring 1967, pp. 275-284.

The impact of educational information systems, such as ERIC, on counselor education and supervision is discussed. The characteristics of information systems, probable outcomes, and implications of their widespread use are described. (JR)

80. Weeks, James S., "Data Processing in Counselor Education." Counselor Education and Supervision, Vol. 3, No. 4, Summer 1963, pp. 184-190.

A report is given of a survey which covered three basic areas; the amount of statistics required and taken by counseling and guidance students at the various levels, the availability of various types of opportunities for these students to learn machine methods of data processing, and the reactions of counselor educators to the idea of school counselors being prepared and involved in the use of data processing machinery. (Author)

81. Woods, Paul J., "Some Characteristics of Journals and Authors." American Psychologist, Vol. 16, No. 11, Nov. 1961, pp. 699-701.

The relationship between the authors who publish in the 12 American Psychological Association journals and their divisional affiliations are reported. (JR)

82. Wurtz, Robert E., "Vocational Development: Theory and Practice." Vocational Guidance Quarterly, Vol. 15, No. 2, Dec. 1966, pp. 127-130.

Two school practices, occupational filing and curricular organization, are examined against the concept of vocational development. (JR)

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SUBJECT INDEX SECTION

ADULT EDUCATION

(5) Patterns of Adult Information Seeking

COMPUTERS

(7) Computers and Universities
(24) The Computer in Educational Research and Its Implications for the Counselor
(26) An Interactive Inquirer
(27) The Natural-Language Approach to Psychometrics
(28) Computer-Based Counseling Models, A Review of the Field
(34) Can Computers Write College Admissions Tests
(38) A Rudimentary Demonstration for the Information System for Vocational Decisions--Orientation, Guidance Scripts, Test of Occupational Knowledge, and a Script Writing Language
(40) Computer Control of Behavioral Experiments
(41) The Design of a Man-Machine Counseling System
(47) Some Deeper Significances of the Computer for the Practicing Psychologist
(50) Computers in Behavioral Science, Methodological Problems in Programmed Composition of Psychological Test Reports
(57) Some General Thoughts on the Use of a Computer in the Area of Academic Administration
(63) Computers in Behavioral Science, Diagnostic Interviewing by Digital Computer
(72) New Horizons in School Health Services: The Computer

COMPUTER PROGRAMS

(6) The Computer and Career Decisions
(26) An Interactive Inquirer
(27) The Natural-Language Approach to Psychometrics
(28) Computer-Based Counseling Models, A Review of the Field
(41) The Design of a Man-Machine Counseling System
(50) Computers in Behavioral Science, Methodological Problems in Programmed Composition of Psychological Test Reports

COORDINATE INDEXING

(44) Research Frontier; Information Retrieval: A Definition and a Conference Report
(45) Coordinate Indexing: A Bibliographic Aid

COUNSELING

(41) The Design of a Man-Machine Counseling System
(77) Computer-Based Sentence-Completion Interviews

COUNSELORS

(24) The Computer in Educational Research and Its Implications for the Counselor
(54) Information and Counseling: A Dilemma
(56) A Review of Literature as a Service to Teachers
(59) Three Dimensions of Counselor Encapsulation
(60) High School Counselors and College Information
(61) A Professional Approach to the Information Function in Counselor Education
(73) Ideology and Counselor Encapsulation
(79) The Impact of Information Systems on Counselor Preparation and Practice
(80) Data Processing in Counselor Education

DATA PROCESSING

(2) Educational Information Project
(9) A New Approach to Class Scheduling
(10) Research and Development in Data Processing for Pupil Personnel and Curricular Services
(15) A Pilot Project on Dissemination of Information to Higher Education Personnel
(54) Information and Counseling: A Dilemma
(62) Dissemination of Guidance Information Using Data-Processing Equipment
(74) Case Recording by Code
(80) Data Processing in Counselor Education

DIAGNOSIS

(26) An Interactive Inquirer
(63) Computers in Behavioral Science
(77) Computer-Based Sentence-Completion Interviews

EDUCATIONAL CHANGE

(14) Criteria for the Theoretical Adequacy of Conceptual Framework of Planned Educational Change
(16) Criteria for Methodological Adequacy for Research on Educational Change
(17) The Configurational Theory of Innovation Diffusion
(20) The Change Continuum and Its Relation to the Illinois Plan for Program Development for Gifted Children
(21) Methodological Strategies for Educational Change
(22) The Impending Research Explosion and Educational Practice
(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research
(35) Using Research Finding to Change Elementary School Counseling Practice
(37) Chicago COPED Activities: Some Comments on Structure, Function and the Helping Relation
(59) Three Dimensions of Counselor Encapsulation
(76) Technological Change: Threat or Promise?

EDUCATIONAL RESEARCH

(4) An Analysis of Sources and Precesses of Innovation in Education
(8) A Feasibility Study for Establishing a Pilot Center for Analysis and Demonstration of Educational Resources at Wayne State University
(12) A Survey of Educational Research and an Appraisal by Scientists from Other Fields
(16) Criteria for Methodological Adequacy for Research on Educational Change
(20) The Change Continuum and Its Relation to the Illinois Plan for Program Development for Gifted Children

EDUCATIONAL RESEARCH

(21) Methodological Strategies for Educational Practice
(22) The Impending Research Explosion and Educational Practice
(24) The Computer in Educational Research and Its Implications for the Counselor
(25) Criterion Variables for the Evaluation of Guidance Practices, A Taxonomy of Guidance Objectives
(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research
(32) SCOPE State Profile, Grade Twelve 1966, Massachusetts
(33) Future Directions for Counseling Research
(35) Using Research Findings to Change Elementary School Counseling Practices
(39) The Use of Research Results in Teaching Social Work Practice
(40) Computer Control of Behavioral Experiments
(46) Research Frontier, The Center for Interest Measurement Research
(55) Making Practice More Scientific Through Knowledge of Research
(64) Record-Keeping and Research in Psychiatric and Psychological Clinics

ELEMENTARY SCHOOLS

(3) Project Models--Maximizing Opportunities for Development and Experimentation in Learning in the Schools
(29) Project P. A. C. E.: Preparing, Aspiring, Career Exploration
(35) Using Research Findings to Change Elementary School Counseling Practices
(42) Occupational Information in the Elementary School
(51) Occupational Choice and the Multidimensional Rankings of Occupations

HIGH SCHOOLS

(13) The Organization, Development and Implementation of an Occupational Information Service Program in the High School

HIGH SCHOOLS

(31) New Models and Techniques in Career Guidance
(32) SCOPE State Profile, Grade Twelve 1966, Massachusetts

HIGHER EDUCATION

(7) Computers and Universities
(15) A Pilot Project on Dissemination of Information to Higher Education Personnel
(57) Some General Thoughts on the Use of a Computer in the Area of Academic Administration

INFORMATION DISSEMINATION

(2) Educational Information Project
(8) A Feasibility Study for Establishing a Pilot Center for Analysis and Demonstration of Educational Resources at Wayne State University
(14) Criteria for the Theoretical Adequacy of Conceptual Framework of Planned Educational Change
(15) A Pilot Project on Dissemination of Information to Higher Education Personnel
(18) A Study of the Diffusion Process of Vocational Education Innovations
(19) Regional Center for Collection, Synthesis and Dissemination of Career Information for Schools of San Diego County
(41) The Design of a Man-Machine Counseling System
(48) Toward More Effective International Communication in Psychology
(52) Scientific Communication: The Dissemination System in Psychology and a Theoretical Framework for Planning Innovations
(79) The Impact of Information Systems on Counselor Preparation and Practice
(81) Some Characteristics of Journals and Authors

INFORMATION PROCESSING

(9) A New Approach to Class Scheduling

INFORMATION PROCESSING

(31) New Models and Techniques in Career Guidance
(41) The Design of a Man-Machine Counseling System
(43) Research Frontier, A Proposal for New Bibliographic Tools for Psychologists
(49) A New Approach to Student Records
(68) New Challenges in the Riddle of Occupational Information
(72) New Horizons in School Health Services: The Computer

INFORMATION RETRIEVAL

(2) Educational Information Project
(19) Regional Center for Collection, Synthesis and Dissemination of Career Information for Schools of San Diego County
(41) The Design of a Man-Machine Counseling System
(44) Research Frontier; Information Retrieval: A Definition and a Conference Report
(45) Coordinate Indexing: A Bibliographic Aid
(48) Toward More Effective International Communication in Psychology
(53) VIEW--Vocational Information for Education and Work
(68) New Challenges in the Riddle of Occupational Information

INFORMATION SEEKING

(5) Patterns of Adult Information Seeking

INFORMATION STORAGE

(2) Educational Information Project
(13) The Organization, Development and Implementation of an Occupational Information Service Program in the High School
(23) Research on the Use of a Counselee Problem Classification Plan at the Junior High Level
(25) Criterion Variables for the Evaluation of Guidance Practices, A Taxonomy of Guidance Objectives
(41) The Design of a Man-Machine Counseling System
(49) A New Approach to Student Records

GPO 807-696-5

INFORMATION STORAGE

(66) The Student Information Center as an Educational Resource
(74) Case Recording by Code
(82) Vocational Development: Theory and Practice

INFORMATION SYSTEMS

(3) Project Models--Maximizing Opportunities for Development and Experimentation in Learning in the Schools
(6) The Computer and Career Decisions
(8) A Feasibility Study for Establishing a Pilot Center for Analysis and Demonstration of Educational Resources at Wayne State University
(38) A Rudimentary Demonstration for the Information System for Vocational Decisions--Orientation, Guidance Scripts, Test of Occupational Knowledge, and a Script Writing Language
(46) Research Frontier, The Center for Interest Measurement Research
(53) VIEW--Vocational Information for Education and Work
(56) A Review of Literature as a Service to Teachers
(62) Dissemination of Guidance Information Using Data-Processing Equipment
(66) The Student Information Center as an Educational Resource
(67) Sociological Studies of Occupations
(72) New Horizons in School Health Services: The Computer
(78) ERIC Counseling and Personnel Services Information Center
(79) The Impact of Information Systems on Counselor Preparation and Practice
(82) Vocational Development: Theory and Practice

INFORMATION UTILIZATION

(1) A Study of a New and Dramatic Approach to Vocational Guidance Through the Use of Exhibits and Displays
(18) A Study of the Diffusion Process of Vocational Education Innovations
(36) Use and Evaluation of Occupational Information Materials
(37) Chicago COPED Activities: Some Comments on Structure, Function, and the Helping Relation

INFORMATION UTILIZATION

(56) A Review of Literature as a Service to Teachers
(61) A Professional Approach to the Information Function in Counselor Education
(62) Dissemination of Guidance Information Using Data-Processing Equipment
(65) Data Utilization for Local Mental Health Program Development

INNOVATION

(3) Project Models--Maximizing Opportunities for Development and Experimentation in Learning in the Schools
(4) An Analysis of Sources and Processes of Innovation in Education
(14) Criteria for the Theoretical Adequacy of Conceptual Framework of Planned Educational Change
(16) Criteria for Methodological Adequacy for Research on Educational Change
(17) The Configurational Theory of Innovation Diffusion
(18) A Study of the Diffusion Process of Vocational Education Innovations
(20) The Change Continuum and Its Relation to the Illinois Plan for Program Development for Gifted Children
(52) Scientific Communication: The Dissemination System in Psychology and a Theoretical Framework for Planning Innovations
(55) Making Practice More Scientific Through Knowledge of Research
(65) Data Utilization for Local Mental Health Program Development
(70) Administrative Controls and Innovation
(73) Ideology and Counselor Encapsulation

JUNIOR COLLEGES

(19) Regional Center for Collection, Synthesis and Dissemination of Career Information for Schools of San Diego County

JUNIOR HIGH SCHOOL

(23) Research on the Use of a Counselee Probelm Classification Plan at the Junior High Level

MASS MEDIA

(5) Patterns of Adult Information Seeking

MODELS

(3) Project Models--Maximizing Opportunities for Development and Experimentation in Learning in the Schools
(14) Criteria for the Theoretical Adequacy of Conceptual Framework of Planned Educational Change
(16) Criteria for Methodological Adequacy for Research on Educational Change

OCCUPATIONAL INFORMATION

(1) A Study of a New and Dramatic Approach to Vocational Guidance Through the Use of Exhibits and Displays
(11) Techniques for Selecting and Presenting Occupational Information to High School Students
(13) The Organization, Development and Implementation of an Occupational Information Service Program in the High School
(19) Regional Center for Collection, Synthesis and Dissemination of Career Information for Schools of San Diego County
(29) Project P. A. C. E.: Preparing, Aspiring, Career, Exploration
(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research
(31) New Models and Techniques in Career Guidance
(36) Use and Evaluation of Occupational Information Materials
(38) A Rudimentary Demonstration for the Information System for Vocational Decisions--Orientation, Guidance Scripts, Test of Occupational Knowledge, and a Script Writing Language
(42) Occupational Information in the Elementary School

OCCUPATIONAL INFORMATION

(51) Occupational Choice and the Multidemensional Rankings of Occupations
(53) VIEW--Vocational Information for Education and Work
(58) A New Look at Occupational Literature
(60) High School Counselors and College Information
(61) A Professional Approach to the Information Function in Counselor Education
(66) The Student Information Center as an Educational Resource
(67) Sociological Studies of Occupations
(68) New Challenges in the Riddle of Occupational Information
(71) Psycho-Social Aspects of Work: A Critique of Occupational Information
(82) Vocational Development: Theory and Practice

PROGRAM PLANNING

(7) Computers and Universities
(15) A Pilot Project on Dissemination of Information to Higher Education Personnel
(57) Some General Thoughts on the Use of a Computer in the Area of Academic Administration
(65) Data Utilization for Local Mental Health Program Development
(70) Administrative Controls and Innovations

PSYCHOLOGISTS

(43) Research Frontier; A Proposal for New Bibliographic Tools for Psychologists
(47) Some Deeper Significances of the Computer for the Practicing Psychologist
(48) Toward More Effective International Communication in Psychology
(52) Scientific Communication: The Dissemination System in Psychology and a Theoretical Framework for Planning Innovations
(64) Record-Keeping and Research in Psychiatric and Psychological Clinics
(69) Productivity of American Psychologists: Quantity Versus Quality
(81) Some Characteristics of Journals and Authors

PSYCHOMETRICS

(27) The Natural-Language Approach to Psychometrics
(28) Computer-Based Counseling Models, A Review of the Field

SCHOOL HEALTH WORKERS

(72) New Horizons in School Health Services: The Computer

SCHOOL SCHEDULES

(9) A New Approach to Class Scheduling

SCIENTIFIC KNOWLEDGE

(14) Criteria for the Theoretical Adequacy of Conceptual Framework of Planned Educational Change
(43) Research Frontier; A Proposal for New Bibliographic Tools for Psychologists
(48) Toward More Effective International Communication in Psychology
(52) Scientific Communication: The Dissemination System in Psychology and a Theoretical Framework for Planning Innovations
(55) Making Practice More Scientific Through Knowledge of Research
(56) A Review of Literature as a Service to Teachers
(59) Three Dimensions of Counselor Encapsulation
(67) Sociological Studies of Occupations
(69) Productivity of American Psychologists: Quantity Versus Quality
(75) Social Work and Its Knowledge Base: A Content Analysis of the Periodical Literature
(76) Technological Change: Threat or Promise?
(79) The Impact of Information Systems on Counselor Preparation and Practice
(81) Some Characteristics of Journals and Authors

SECONDARY SCHOOLS

(19) Regional Center for Collection, Synthesis and Dissemination of Career Information for Schools of San Diego County

SOCIAL WORKERS

(39) The Use of Research Results in Teaching Social Work Practice
(55) Making Practice More Scientific Through Knowledge of Research
(74) Case Recording by Code
(75) Social Work and Its Knowledge Base: A Content Analysis of the Periodical Literature

STUDENT CHARACTERISTICS

(24) The Computer in Educational Research and Its Implications for the Counselor
(32) SCOPE State Profile, Grade Twelve 1966, Massachusetts

STUDENT INFORMATION

(9) A New Approach to Class Scheduling
(10) Research and Development in Data Processing for Pupil Personnel and Curricular Services
(23) Research on the Use of a Counselee Problem Classification Plan at the Junior High Level
(49) A New Approach to Student Records
(54) Information and Counseling: A Dilemma
(59) Three Dimensions of Counselor Encapsulation
(62) Dissemination of Guidance Information Using Data-Processing Equipment
(64) Record-Keeping and Research in Psychiatric and Psychological Clinics
(72) New Horizons in School Health Services: The Computer
(74) Case Recording by Code

SYSTEMS DEVELOPMENT

(8) A Feasibility Study for Establishing a Pilot Center for Analysis and Demonstration of Educational Resources at Wayne State Univsersity
(10) Research and Development in Data Processing for Pupil Personnel and Curricular Services

TEACHERS

(56) A Review of Literature as a Service to Teachers

TEST INFORMATION

(46) Research Frontier, The Center for Interest Measurement Research
(47) Some Deeper Significances of the Computer for the Practicing Psychologist
(50) Computers in Behavioral Science; Methodological Problems in Programmed Composition of Psychological Test Reports
(60) High School Counselors and College Information
(63) Computers in Behavioral Science; Diagnostic Interviewing by Digital Computer
(77) Computer-Based Sentence-Completion Interviews

TEST INTERPRETATION

(50) Computers in Behavioral Science; Methodological Problems in Programmed Composition of Psychological Test Reports

TEST CONSTRUCTION

(34) Can Computers Write College Admissions Tests

VOCATIONAL COUNSELING

(11) Techniques for Selecting and Presenting Occupational Information to High School Students

VOCATIONAL COUNSELING

(29) Project P. A. C. E.: Preparing, Aspiring, Career Exploration
(31) New Models and Techniques in Career Guidance
(46) Research Frontier, The Center for Interest Measurement Research
(53) VIEW--Vocational Information for Education and Work
(58) A New Look at Occupational Literature
(66) The Student Information Center as an Educational Resource
(82) Vocational Development: Theory and Practice

VOCATIONAL DEVELOPMENT

(6) The Computer and Career Decisions
(11) Techniques for Selecting and Presenting Occupational Information to High School Students
(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research
(31) New Models and Techniques in Career Guidance
(38) A Rudimentary Demonstration for the Information System for Vocational Decisions--Orientation, Guidance Scripts, Test of Occupational Knowledge, and a Script Writing Language
(51) Occupational Choice and the Multidimensional Rankings of Occupations
(82) Vocational Development: Theory and Practice

VOCATIONAL EDUCATION

(18) A Study of the Diffusion Process of Vocational Education Innovations

GPO 807-696-4

AUTHOR INDEX SECTION

ARBUCKLE, DUGALD S.

(42) Occupational Information in the Elementary School

BAIRD, KAREN

(15) A Pilot Project on Dissemination of Information to Higher Education Personnel

BLAKELEE, ROBERT W.

(23) Research on the Use of a Counselee Problem Classification Plan at the Junior High Level

BODIN, ARTHUR M.

(43) Research Frontier: A Proposal for New Bibliographic Tools for Psychologists

BOROW, HENRY

(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research

(44) Research Frontier, Information Retrieval: A Definition and Conference Report

BOYTON, RALPH E.

(31) New Models and Techniques in Career Guidance

BRIGGS, LESLIE J.

(11) Techniques for Selecting and Presenting Occupational Information to High School Students

BROADHURST, P. L.

(45) Coordinate Indexing: A Bibliographic Aid

BROUDY, HARRY S.

(14) Criteria for the Theoretical Adequacy of Conceptual

BROUDY, HARRY S.

Framework of Planned Educational Change

CAMPBELL, DAVID P.

(46) Research Frontier: The Center for Interest Measurement Research

CAMPBELL, GEORGIA C.

(13) The Organization, Development and Implementation of an Occupational Information Service Program in the High School

CANTER, JOHN

(9) A New Approach to Class Scheduling

CATTELL, RAYMOND B.

(47) Some Deeper Significances of the Computer for the Practicing Psychologist

COGSWELL, J. F.

(41) The Design of a Man-Machine Counseling System

DAVID, HENRY P.

(48) Toward More Effective International Communication In Psychology

ELLIS, ALLAN B.

(6) The Computer and Career Decisions

(38) A Rudimentary Demonstration for the Information System for Vocational Decisions

ELLIS. MANCELL R.

(28) Computer-Based Counseling Models: A Review of the Field

FATTU, N. A.

(12) A Survey of Educational Research and an Appraisal by Scientists from Other Fields

FERGUSON, ANNABELLE E.

(35) Using Research Findings to Change Elementary School Counseling Practices

FINNEY, JOSEPH C.

(50) Computers in Behavioral Science: Methodological Problems in Programmed Composition of Psychological Test Reports

GARBIN, A. P.

(51) Occupational Choice and the Multidimensional Rankings of Occupations

GARVEY, WILLIAM D.

(52) Scientific Communication: The Dissemination System in Psychology and Theoretical Framework for Planning Innovations

GEPHART, WILLIAM J.

(16) Criteria for Methodological Adequacy for Research on Educational Change

GERARD, R. W.

(7) Computers and Universities

GERSTEIN, MARTIN

(19) Regional Center for Collection, Synthesis and Dissemination of Career Information for Schools of San Diego County

(53) VIEW - Vocational Information for Education and Work

GOFF, WILLIAM

(29) Project P. A. C. E.: Preparing, Aspiring, Career Exploration

GOLDMAN, LEO

(54) Information and Counseling: A Dilemma

GOLDSTEIN, HARRIS K.

(55) Making Practice More Scientific Through Knowledge of Research

GROSSMAN, ALVIN

(10) Research and Development in Data Processing for Pupil Personnel and Curricular Services

GUDA, EGON G.

(20) The Change Continuum and Its Relation to the Illinois Plan for Program Development for Gifted Children

(21) Methodological Strategies for Educational Change

(22) The Impending Research Explosion and Educational Practice

HAVENS, ROBERT I.

(24) The Computer in Educational Research and Its Implications for the Counselor

HEISEY, MARION

(56) A Review of Literature as a Service to Teachers

HELM, CARL E.

(27) The Natural-Language Approach to Psychometrics

HEWES, ROBERT E.

(57) Some General Thoughts on the Use of a Computer in the Area of Academic Administration

HILL, JOSEPH E.

(8) A Feasibility Study for Establishing a Pilot Center for

HILL, JOSEPH E.

Analysis and Demonstration of Educational Resources at Wayne State University

HOPKE, WILLIAM E.

(58) A New Look at Occupational Literature

KAGEN, NORMAN

(59) Three Dimensions of Counselor Encapsulation

KERR, WILLIAM D.

(60) High School Counselors and College Information

KIESOW, MILTON A.

(61) A Professional Approach to the Information Function in Counselor Education

KINLING, WILLIAM J.

(62) Dissemination of Guidance Information Using Data-Processing Equipment

KLAUSMEIER, HERBERT J.

(3) Project Models - Maximizing Opportunities for Development and Experimentation in Learning in the Schools

KLEINMUNTZ, BENJAMIN

(63) Computer in Behavioral Science: Diagnostic Interviewing by Digital Computer

KRUMBOLTZ, JOHN D.

(33) Future Directions for Counseling Research

LADD, CLAYTON E.

(64) Record-Keeping and Research in Psychiatric and Psychological Clinics

LAWRENCE, RICHARD G.

(39) The Use of Research Results in Teaching Social Work Practice

LIGHTHALL, FREDERICK F.

(37) Chicago COPED Activities - Some Comments on Structure, Function and the Helping Relation

LINDQUIST, E. F.

(2) Educational Information Project

MICHIGAN STATE BOARD OF EDUCATION

(18) A Study of the Diffusion Process in Vocational Education Innovations

MISSOURI UNIVERSITY

(25) Criterion Variables for the Evaluation of Guidance Practices: A Taxonomy of Guidance Objectives

MOORE, DOROTHY N.

(65) Data Utilization for Local Mental Health Program Development

ODLE, S. GENE

(66) The Student Information Center as an Educational Resource

OVERS, ROBERT P.

(67) Sociological Studies of Occupations

PARKER, EDWIN B.

(5) Patterns of Adult Information Seeking

PELLEGRIN, ROLAND J.

(4) An Analysis of Sources and Processes of Innovation in Education

PERRONE, PHILIP A.

(36) Use and Evaluation of Occupational Information Materials

PETERS, HERMAN J.

(68) New Challenges in the Riddle of Occupational Information

PLATZ, ARTHUR

(69) Productivity of American Psychologists: Quantity Versus Quality

RICHARDS, JAMES M.

(34) Can Computers Write College Admissions Tests

ROSNER, MARTIN M.

(70) Administrative Controls and Innovation

SAMLER, JOSEPH

(71) Psycho-Social Aspects of Work: A Critique of Occupational Information

SCHNEEWEISS, STEPHEN M.

(72) New Horizons in School Health Services: The Computer

SCHWEBEL, MILTON

(73) Ideology and Counselor Encapsulation

SEABERG, JAMES R.

(74) Case Recording by Code

SHOLA, HARDANS SINCH

(17) The Configurational Theory of Innovation Diffusion

SIEGEL, LOUIS

(40) Computer Control of Behavioral Experiments

STONE, PHILIP J.

(26) An Interactive Inquirer

TABER, MERLIN

(75) Social Work and Its Knowledge Base: A Content Analysis of the Periodical Literature

THEOBALD, ROBERT

(76) Technological Change: Threat or Promise?

TILLERY, DALE

(32) SCOPE State Profile, Grade Twelve 1966, Massachusetts

VELDMAN, DONALD J.

(77) Computer-Based Sentence: Completion Interviews

WALZ, GARRY

(78) ERIC Counseling and Personnel Services Information Center

(79) The Impact of Information Systems on Counselor Preparation and Practice

WALSH, GEORGE A.

(1) A Study of A New and Dramatic Approach to Vocational Guidance Through the Use of Exhibits and Displays

WEEKS, JAMES S.

(80) Data Processing in Counselor Education

WOODS, PAUL J.

(81) Some Characteristics of Journals and Authors

WURTZ, ROBERT E.

(82) Vocational Development: Theory and Practice

GPO 807-696-2